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AUTHOR Mangano, Nancy G.

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Behavior

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ABSTRACT

Designed to assist the observer in the understanding of the Group Reading Interaction Pattern Observation Instrument (GRIP) training manual, this programmed review contains a series of coding activities provided for the purpose of determining if each observer can differentiate between the categories and subcategories of the instrument as well as understand how behaviors are coded using the instrument. Coding exercises are provided for the following categories: (1) the activity/material grid; (2) context; (3) time and context; (4) sets purpose; (5) vocabulary; (6) engagement; (7) past learning; (8) introduction of lesson; (9) question and answering; and (10) feedback, command, social comments, and practice/application. Appendixes include answers to the scripts as well as blank interaction charts. An abridged version of the programmed review is also included. (HOD)



GROUP READING INTERACTION PATTERN OBSERVATION INSTRUMENT: (GRIP) PROGRAMMED REVIEW

(Long Research Form)

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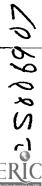
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Nancy G. Mangano Kansas State University

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HOW TO USE THIS BOOKLET

The Group Reading Interaction Pattern Observation Instrument:

Programmed Review is designed to assist the observer in the understanding of the GRIP Training Manual (Research Form-L). It contains a series of coding activities provided for the purpose of determining if each observer can differentiate between the categories and subcategories of the instrument as well as understand how behaviors are coded using GRIP. It also provides practice exercises that must be completed prior to the viewing of tapes related to teacher-pupil interaction and/or actual classroom observations.

Effective use of this booklet can be accomplished by attending to the following steps:

- 1. Cover the answer portion of the page with a sheet of paper.
 - 2. After you have responded to the directions provided, slide the paper down to expose the correct response.
 - If you have responded incorrectly, review the section in the GRIP manual which corresponds to the category or subcategory in which you are being tested.



Activity/Material Grid

Code the following behaviors in the Activity/Material Grids provided below.

1. The teacher and eight pupils are silently reading a basal reader story. All are involved. Three pupils are actively taking a math test. Of the nine pupils who are suppose to be completing an assignment in their reading workbook, only one is on task. The remainder of these pupils are talking to each other. Five pupils are actively reading their trade books. Seven pupils are assigned to a listening activity. Of these seven pupils, three are walking around the room.

AATERIALS	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading inst Material	6. Audio-Yisual	7. Chalkboard/ Overhead	8, No Material	9. Nonreading Materials:	10, Other:
T. Instruction						•				
2. Verbæl Assignment									٠.	
3. Silent Reading		:				•				
4. Oral Reading		•••						:		
5. Discussion									·	· -
6. Written Assign							н			
7. Assessment	-1.	·								
8_ Waiting			í				:	:		
9. Transition					,			: .		
IO_Out of room	>						i			
Il. Other:										

Humber Check: # of adults # of pupils



-3

Corsect coding for Activity/Material Grid: Example 1.

ACTIVITIES:	l, Basal Readers	2, Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6. Audio-Visual	7. Chalkboard/ Overhead	8, No Material	9. Nonreading Materials:	10, Other:
7. Instruction						,				
Z. Verbæl Assignment				·						
3. Silent Reading	T96		5/5							
4_ Oral Reading									ļ	ļ. —
5. Discussion		<u> </u>			<u> </u>	<u> </u>		<u> </u>	-	<u> </u>
6. Written Assign.		1/9								
7. Assessment			ļ. <u>.</u>					<u> </u>	3/3	
8_·Waiting					<u> </u>				<u> </u>	-
9: Transition						ļ.	<u> </u>	<u> </u>		
10. Out of room			<u> </u>		<u> </u>		<u> </u>	<u> </u>	1-	
The Other: Listening					<u> </u>	417		Ŀ	Ŀ	

Number Check: For adults 1 af pupils 32

ERIC

2. Eight pupils have just been dismissed from the reading circle and are enroute to their desks. The teacher has asked a new group of four pupils to come to the reading circle. These pupils are now enroute to the reading circle. Three pupils are waiting for further instructions from the teacher. Thirteen pupils have been asked to read their trade books silently. Three of these thirteen pupils are talking.

MATERIALS	Basal	Reading	Reading Test	Trade book	Reading Inst Material	Audio-Visual	Chalkboard/ Overhead	No Material	Nonreading Materials:	19. Other:
ACTIVITIES	-	ai.	۳,	4	5	6.	7.	8	oř	10,
1. Instruction	-									
2. Verbal Assignment			·	:	,	· •			,	
3. SiTent Reading				· ·		`				
4. Oral Reading		-			-					
5. Discussion									: · ·	
6. Written Assign.					j				·	
7. Assessment					·					i
8_ Waiting					;				,	
9. Transition			ŀ	·						
10_ Out of room								-		
11 Other:									_	\dashv

Number Check: # of adults # of pupils



-3-

Correct coding for Activity/Material Grid: Example 2.

SALLINILDY KATERIALS	1. Basal Readers	2. Reading Workbooks	3. Reading Test	4. Trade book	5. Reading Inst Material	6, Audio-Visual	7, Chalkboard/ Overhead	B. No Material	9. Nonreading Materials:	10, Other:
1. Instruction				•						
2. Verbal Assignmen										
3. Silent Reading		•		19/3	·					
4. Oral Reading										
5. Discussion			ļ							
6. Written Assign.										
72 Assessment							·.	ŀ		
8. Waiting							:	3/3		
9:-Transition								13/0		
IQ: Out of room								,		
II. Other:].									<u> </u>
Number Checks # of adults # of pupils 28										

3. Five pupils are discussing the results of a written reading test with the teacher. All are involved. An adult volunteer and a pupil are taking turns reading aloud from a trade book. A student teacher is giving an assignment in the reading workbook to eight pupils. Five pupils in the student teacher's group are talking. Twelve pupils are working independently on a reading assignment on dittos. Three of these twelve pupils are coloring instead.

ACTIVITIES -	1, Basal Readers	2, Reading Workbooks	3, Reading Test	l .	5. Reading Inst Material	6. Audio-Visual	7, Chalkboard/ Overhead	8, No Material	9. Nonreading Materials:	10, Other:
T_=Instruction	<i>.</i> .	ę.	:							
2. Verbal Assignment			•			•				
3_ SiTent Reading	•		, ,	•	·			·		
4 Oral Reading										
5_ Discussion					÷				,	-
6. Written Assign.					-					
7. Assessment 🧦							,			j
8_ Wæiting:	•		;							
9. Transition	·									
101 Out of room										
IT_ Other:			ŀ							

Number Check: # of adults # of pupils



Correct coding for Activity/Material Grid: Example 3.

MATERIALS	Bașal Readers	ı			Reading Inst Material		Chalkboard/ Overhead	1		10. Qther:
ACTIVITIES:	-	٠;	÷	4.	5.	ó	7.	æ	9,	10
1. Instruction				`						
2. Verbal Assignment		378								
3. SiTent Reading	•									
4- Oral Reading				Vy1						
5. Discussion			T5/5			_				
6. Written Assign.	·				9/12					,
7. Assessment					ŀ					
85 Wafting:	:									
9₽ Transition-			·		-		· ·		·	
10. Out of room	·							-		
IT. Other:	G	· ·	ė .			¢. • .				
Number Checks # of	adul	ts		3.		af	puni	ls.	26	

Context Category

Write the coding symbols for the following types of groupings or ability levels in the space provided.

1.	achievement grouping		a
2.	skills grouping		S
3.	peer-tutorial grouping		
4.	interest grouping		
5.	research grouping		r
6.	high-ability		H
	medium-ability		M
8.	low-ability		
	combination of abilities		C

Write the coding symbols for the following general skill areas in the space provided.

	whole word/sight	 w
	vocabulary	 ٧
	phonetic analysis	 pa
	structural analysis	 sa
	contextual analysis	 ca
	literal comprehension	 <u>lc</u>
	inferential comprehension	 ic
8.	evaluative comprehension	 ec
9.	comprehension (general)	 <u> </u>
	study skills	 SS
	research skills	 SS
12.	nonreading	 0

Write the coding symbols for the following materials in the space provided.

Ι.	dasai reager	
2.	workbook	
3.	reading test	
	trade book	
	ditto	
6.	flashcards	
	audio-visual	
	chalkboard	
9.	magazines	
	newspaper	· ·
_	reference book	
	paper and pencil	
	no material	
-	nonreading	

If you missed any of the above, complete the next page.



fc av c m

pp

0

Write the coding symbols for the following types of groupings or ability levels in the space provided.

 medium-ability 	 <u>M</u>
2. low-ability	
combination of abilities	<u>C</u>
high-ability	 <u>H</u>
5. peer-tutorial grouping	 <u> </u>
6. research grouping	 <u>r</u>
7. skills grouping	
achievement grouping	 <u>a</u>
interest grouping	 i

Write the coding symbol fro the following general skill areas in the space provided.

1.	whole word/sight	 W
	vocabulary	 <u> </u>
	study skills	 SS
4.	nonreading	0
5.	literal comprehension	<u>lc</u>
	research skills	 SS
7.	evaluative comprehension	 ec
8.	inferential comprehension	 ic
9.	structural analysis	 sa
	phonetic analysis	 pa_
	contextual analysis	 ca
12.	comprehension (general)	 <u> </u>

Write the coding symbols for the following materials in the space provided.

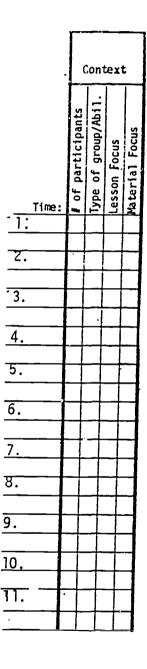
1	nonreading			0
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	newspaper			fc
3.	flashcards			10
4.	workbook			<u>W.</u>
	basal reader			Ь
				t.
	reading test			
	magazine			<u>m</u>
8.	chalkboard			<u>C</u>
g	no material	1		<u>n</u>
	paper and pencil			pp .
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	reference book			<del></del>
12.	trade book			
13.	di tto			<u>a</u>
	audio-visual		<del></del>	av
17.	uuulo fisuul			



### Time and Context Categories

Code the following behaviors in the Time and Context category provided

- 1. At 9:00, 11 pupils in a low-ability group are receiving instruction related to phonetic analysis. The teacher is using the chalkboard to assist instruction.
- 2. At 10:15, an 18 pupil all-level skills group is receiving instruction on the use of context clues. A ditto is being referred to as instruction takes place.
- 3. At 9:50, the teacher is administering a reading achievement test to the entire class.
- 4. At 8:30, the teacher is presenting sight words on flashcards to a group of 10 pupils in the average-ability reading group.
- 5. At 2:30, the teacher and a three person interest group are discussing their group project. No materials are being used.
- 6. At 1:30, the teacher and a group of eight low-ability pupils are reviewing a lesson on propaganda techniques. A transparency on the overhead projector contains various statement used to sell projects.
- 7. The teacher and a 12 person highability group are checking an assignment related to outlining articles in their workbook.
- 8. The teacher and a nine person high all-level research group are listening to a record about law in the community.
- 9. The teacher is telling one pupil how to help another pupil (who is watching) how to find the main ideas in a paragraph.
- 10. The teacher and 13 high-ability pupils are reading silently in their basals.
- 11. The entire class is reading their classroom newspaper silently.





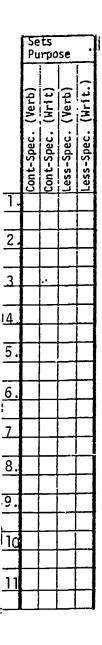
Correct Coding for Time and Context categories.

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	C	on to	ext				
-	# of participants	Type of group/Abil.	Lesson Focus	Material Focus			
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70.	13	2,	C	Ь			
11.	W	16	c	m	]		

### Sets Purpose Category

Code the following purpose-setting examples under the appropriate subcategory in the Sets Purpose category provided.

- 1. Read to page 210 to find out what happens to the boy on the way home from school.
- 2. The purpose for learning this generalization is so that whenever you encounter an unknown word that has a "c" you will know if it has an "s" or a "k' sound.
- 3. Written on the board: Today's lesson is to learn how to alphabetize by the first letter.
- 4. We must learn this skill so that you will do well on your test tomorrow.
- 5. It is important to learn how to alphabetize so that you can effectively use the dictionary and encyclopedia.
- 6. After you read this chapter, I am going to ask you questions about what you read; so read it well.
- . 7. Written on the board: Read to find out the following:....
  - 8. I am teaching you this strategy so that you will be a better reader.
  - 9. These rules are important for you to remember if you want to spell well.
- 10. Written on the board: Objective: To answer at least 8 out of the 10 comprehension questions correctly.
- 11. Read this section carefully so that you will remember this information on the next test.





Correct coding for Sets Purpose category.

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## Vocabulary Category

Code the following vocabulary presentation behaviors under the appropriate subcategory in the Vocabulary category provided.

- 1.*T: Today's vocabulary words are "expository" and "narrative."
- 2. The pupil uses a new vocabulary word in a sentence.
- 3. T: Find the word "malice" in today's story.
- 4. The teacher flashes sight word cards to the pupils.
- 5. Words are written in a column on the chalkboard.
- 6. The teacher uses the new vocabulary word in a sentence.
- 7. The teacher writes words with their definitions in a column on the chalkboard.
- 8. The teacher presents a chart with the vocabulary words written in a sentence.
- 9. The teacher writes the new words in a list on the chalkboard then tells pupils to find these words in the basal reader.
- 10. After reading a sentence in which the new vocabulary word is found, pupils are told to use the new word in their own sentence.
- Word phrases in which the new vocabulary words are included are presented on phrase cards.

		Voc	abu	lar	у		
	Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Mordcard	Other:
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^{*}T: = Teacher says

P: = pupil says

P1: = pupil referenced as pupil 1 says.

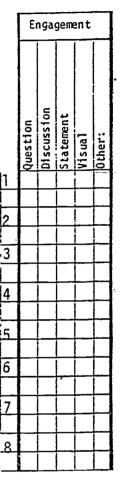
Correct coding for Vocabulary category.

Vocabulary										
1	1	- Verbal Pres.	Lists	Writ-Context	Oral-Context	Text	Mordcard	Other:		
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### Engagement Category

In the situation described below, pupils are about to read a story about a mischieveous cat who turns the house into shambles. Determine if each of the following behaviors is a motivational technique. If it is not a motivational technique, leave the line of coding blank. If it is, code it under the appropriate subcategory in the Engagement category provided.

- 1. T: Look at the pictures in your story and see if you can figure out what this story is about.
- 2. T: Do any of you have a pet that is mischieveous?
- 3. T: Today's story is about a mischieveous cat.
- 4. T: I have a cat at home that is so mischieveous that he.....
- 5. T: The cat in your story is a very mischieveous cat. Read to find out how he gets in trouble.
- 6. The pupils and teacher talk about mischieveous things that their animals have done.
- 7. T: What does the word mischieveous mean?
- 8. T: I have a mischieveous cat at home He is so mischieveous that one day he..... I just happen to have a picture of my cat.





Correct coding for Engagement category.

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### Past Learning Category

Determine if each of the following behaviors is an example of past learning. If it is <u>not</u> an example of past learning, leave the line of coding blank. If it is <u>an</u> example of past learning, code the behavior under the appropriate subcategory in the Past Learning category provided.

- 1. T: Remember, in yesterday's lesson we learned that when a "c" is followed by an "e", "i", or "y", it sounds like an "s".
- 2. T: Does anyone know what famous person was born on February 12th?
- 3. T: Who remembers what the name of this type of graph is?
- 4. The teacher and pupils work examples of a previously learned lesson on the board prior to beginning a new lesson.
- 5. The teacher and pupils talk about a previously read portion of a story that they are in the process of reading.
- 6. The pupils take a test on the material that they learned the previous day.
- 7. T: What are some questions that we can ask ourselves as we read the story?

Question Oliversion Statement Nritten Ex.		Pa	Past Learning												
2		Question	Discussion	Scatement	Written Ex.	Other:									
2															
3	2														
5	3														
5															
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Correct coding for Past Learning category.

	Pas	it l	.ea	mi	ıg
	Question	Discussion	→ Statement	Written Ex.	Other:
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### Introduction of Lesson

Code the following script in the appropriate subcategories by removing one Interaction Chart from Appendix B and marking it as each behavior in the script occurs. The correct coding can be found in Appendix A. Although the script focuses on the introduction of the lesson. it may be necessary to use subcategories from other parts of the instrument.

### Script:

Setting: The teacher and five high ability pupils are seated around a table with their basal reader. On the chalkboard is written: Todays: lesson: To learn how to use the glossary.

8:30 T: Last week we learned what the title page and the table of contents are used for. What information can be found on the title page?

P1: (Calls out) The title of the book.

P2: (Calls out) The author's name.

P3: (Calls out) Isn't there something about who published the book?

T: You're right. Let's turn to the title page to see if you can find all the information you mentioned. "

(Teacher and pupils turn to the title page)

You were right. Everyone now turn to the table of contents.

(Teacher and pupils turn to the table of contents) Janice, on what page does Chapter one start?

P5: Page 12.

T: Sue, what is the name of Chapter 5?

P2: Fantasyland.

T: How many stories do we have in this chapter? (T. continues questioning Sue.)

P2: five

T: What is the name of the third story, Mary?

P1: Cinderella

T: Beth, on what page is the glossary?

P3: On page 269.



8:37 T: Today, we are going to learn what the glossary is used for so that we will know how to use it as we read in the future.

Turn to the glossary. A glossary is a mini-dictionary of words found in the book that may be difficult for you. This is an example of a glossary.



Code the following lesson presentation behaviors under the appropriate subcategory in the Lesson category provided.

- During this week I want you to write a story about your favorite place in the world.
- 2. The teacher models a self-questioning strategy.
- 3. Pl: The reason that I chose this answer is because the other choices do not make sense.
- 4. Pupil 3 reads a poem to the class.
- 5. The teacher corrects pupil 4 three times as pupil 4 reads orally.
- 6. The teacher reiterates an assignment.
- 7. A group of five pupils are reading their tradebook to themselves.
- 8. Pupil 5 reads the answer to a homework assignment upon the request of the teacher.
- 9. The teacher tells a group of pupils how to use the dictionary.
- 10. The teacher tells pupils that later that week they will finish reading a story.
- 11. The teacher calls out the correct answer for each problem assigned for a previous homework assignment.

	L	LESSON											
			Be	ha v	ior								
	Gives Info.	Gives Info.  Gives assignment Demonstrates Discusses correct. Expands Repeats Corrects work Reads silently											
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Correct coding for Lesson category.

	L	ESS	ON			_								
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- 12. The word is 'migrate', 'migrate'.
- 13. For example, if I were to complete this assignment, I would read all the choices within the blank then decide which one makes the most sense.
- 14. Pupil 5: When a "g" is followed by an "i" it makes a sound like a "j".
- 15. The teacher is reading a story to the class.
- 16. T: For homework, do pages 30 and 31.
- 17. Tr The answer is correct because the two words have nearly the same meaning.

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Correct coding for Lesson category (cont'd).

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### Lesson Category

Code the following script in the appropriate subcategories by removing one Interaction Chart from Appendix B and marking it as each verbal behavior in the script occurs. The correct coding can be found in Appendix A. Although the script focuses on the lesson presentation behaviors, it may be necessary to use subcategories from other parts of the instrument.

### Script

Setting: The teacher and an all-level skills group are seated around a table with their basal reader. There are five people in the group.

9:12 T: Today we are going to learn another part of your book. As you remember, this week so far we learned about the title page and the table of contents. Today we are going to learn about the glossary. Turn to page 236. This is where your glossary is. (Teacher checks to see that all pupils are on the right page.)

A glossary is a collection of words from the book that you are reading. It has words that you might have difficulty with. See if the word "cat" is in your glossary. Mary, is the word "cat" in your glossary?"

P1: No

T: Why do you think that this word is not in your glossary, Sue?"

P2: Because it is an easy word.

T: Is the word "catastrophe" in your glossary, Beth?

P3: yes

T: You're right. Words in the glossary are there to help you say them to help you understand what they mean. You use the glossary just as you use the dictionary. The words are in alphabetical order. So if I want to find the word "beckoning" I will turn to the "b" section like this. (Teacher holds up her glossary and moves her finger to the "b" section, then glides her finger down the list of words until she find the word "beckoning as she speaks.)

I know that the second letter in "beckoning" is an "e" so
I find the "b-e"s and move my finger down the list of words until
I find the "b-e-c"s, then I look for the word "beckoning".
I want each of you to find the word "malice" in the glossary, now.

(Pupils look through the glossary until they find the word "malice.". The teacher observes to see if all pupils are doing this correctly.)

Donna, what does the word "malice" mean according to your glossary?

P4: intent to cause harm.



T: Let's find the word "condor" in your glossary.

(Pupils search their glossary for the word "condor".

Mary, what does the word "condor" mean according to your glossary?

- Pl: a very large vulture having the neck and head bare and the plumage dull black with a down white neck.
- 9:25 T: Your assignment today is to find the following words in the glossary. When you find them write their definitions and use them in a sentence.



Code the following dialogues under the appropriate subcategory in the Questioning and Answering categories provided.

1. T: Mary (pupil 1), what is the name of the boy in the story?

Pl: John Sebastian (correct response)

2. T: What is the capital of Texas?: : Listen carefully; what is the capital of Texas?

P3: Austin (P3 has not been acknowledged.)

- 3. T: How would you have felt if you had been Jim, Sue (pupil 5)?
- 4. Mary, (pupil 1) would you please close the door?
- 5. T: We all know the answer to this question, don't we?
- 6. T: How many brothers and sister did ___ Hah-nee have? (pupil 5 raises hand and teacher calls on him)

P: Three (wrong answer)

7: T: How does this story make you feel, Sue (pupil 5)?

P5: Sad

T: What in the story makes you feel sad?

P5: Because the boy and the mother don't get along very well. They always argue.

8. T: Where did Rose find her skates, Cliff (pupil 3)

P3: I don't know?

T: He found them in the backyard behind the tree.

9. T: Why did the grandmother protest the condition of the playground?

P5: (without being acknowledged by the teacher) Her granddaughter got hurt the year before (correct response)

3.1

10.T: What is national news, Joe (pupil 7)

P7: It's a type of news.'..

T: It is a type of news. Can you think of the type of news that it is from the meaning of the word "national?"

P7: Oh, it is news that happens somewhere in our country.

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Correct coding for Questioning and Answering categories.

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Code the following statements under the appropriate Feedback or Command subcategory or the Social Comments or Practice/Application category.

- 1. T: Shut the door (to pupil 3).
- 2. T: Tell me the name of the boy in the story, John (pupil 4).
- 3. T: Stop your talking (to pupils 3 and 4).
- 4. T: I sure like the way that you are walking quietly to the reading circle (to pupil in area a).
- 5. T: Your answer is correct (to pupil 6).
- 6. T: To see if you really understand this activity, we will do page 23 now.
- 7. P3: You look very pretty today,
  Ms. Smith.
- 8. T: Read the story to yourself (to a five person group).
- T: The time to sharpen your pencil is before class and not now (to pupil 1).
- 11. T: I want each of you to read from your trade book for the remainder of the period.

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Correct coding for Feedback, Command, Social Comments and Practice/ Application categories.

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# Questioning, Answering, Feedback, Command Categories

Code the following script in the appropriate subcategories by removing one Interaction Chart from Appendix B and noting each behavior as it occurs in the script. The correct coding can be found in Appendix A. Although the script focuses on the Questioning, Answering, Feedback, and Command categories, it may be necessary to use subcategories from other parts of the instrument.

### <u>Script</u>

Setting: The teacher and a low-ability achievement group are seated around a table. They have just finished reading a story in their basal readers. There are five pupils in this group.

9:22 T: Mary, what was Ali's prized possession? (Mary = pupil 1)

P1: His horses

T: How large was Omar's share of the horses when Ali died, Sue? (Sue = pupil 2)

P2: One third of the horses.

T: You are incorrect. What was the ordinal position of Omar's birth?

P2: First-born.

T: What fraction of the horses did the father want to give to his first-born?

P2: Oh yes, one-half of the horses.

T: Good. What problem did the three sons have when trying to divide the horses, Beth? (Beth = pupil 3).

P3: There were 17 horses and you can't divide 17 horses in half, in thirds or in ninths.

T: Good. Donna, who helped the sons solve the problem? (Donna = pupil 4.)

P4: The village sage.

T: Now did the village sage help?

P4: He gave the sons his own horse and told them to divide the horses in half, thirds, and ninths with his own horse in the group.

(Mary and Sue begin talking to each other.)

T: Please stop your talking.

T: Janice, what reward did the sage get for solving the son's problem? (Janice = pupil 5.)



P5: They gave him a horse.

T: Was this really a new horse?

P5: no, it was really his own horse.

T: So did they really give him a horse?

P5: No, he really got his own horse back.

T: Do you think that Ali was a rich or a poor man?

P1: A poor man.

T: Tell me why you think that he was poor.

P1: Because he owned no land, houses, or money.

T: Sue, do you think that Ali was a rich or a poor man?

P2: I think that he was rich because he had 17 horses and he felt like those were his treasures, so he felt rich.

T: Can you be rich without having a lot of money, Beth?

P3: Yes, because some things that don't cost money make you feel rich.

T: Like what, Beth?

P3: Like happiness.

T: Donna, do you think that you can be rich without having a lot of money?

P4: Yes, because other things can make you rich. You can have property.

P5: (calls out) I don't think you can. I think you need a lot of money to be rich.

P2: I know a man with a lot of money and property. He owns a building, I think that he is a rich man.

9:35 T: Return to your seats and do the assignments that I gave you yesterday.

(Pupils return to their seats.)

I like the way that Mary is walking to her seat quietly and quickly.



Code the following scripts in the appropriate subcategories by removing one Interaction Chart from Appendix B and noting each behavior as it occurs in the scripts. The correct coding can be found in Appendix A. The two scripts provided include behaviors from various subcategories.



Whole Lesson- Script 1

Setting: Five low ability pupils seated around a table without materials... 9:00 T: Last week we learn what a synonym was. Who remembers what a synonymn is? (Sue raises her hand) Sue?

P2: They are words that have almost the same meaning.

T: Donna, can you tell me a synonym for the word joy?

P4: happiness.

T: Good. What is a synonym for the word car, Janice.

P5: automobile.

T: Take out your workbook and turn to yesterday's homework on synonyms. Let's go around the circle. Read the word and tell me the word that you said was its synonym.

Pl: buffalo- ox

P2: gratitude - thankfulness

P3: holy - religious.

P4: opinion - belief

P5: plea - request

Pl: trample - crush.

9:09 T: You did very well on your assignment.

Today we are going to learn about antonyms. Antonyms are words that have opposite meanings. For example, the opposite of night is day. Mary, what is the opposite of happy.

P1: Sad.

T: Donna, can you tell me the antonymn of wrong?

P4: incorrect.

T: No, wrong and incorrect are synonyms. Remember an antonymn is the opposite of a word. What is the opposite of the word "wrong."

P4: right.

T: Good.

T: Sue, can you tell me the opposite of the word heavy?

P2: light.



Whole lesson - Script 1- p.2

T: Beth, tell me the antonym of the word "false".

P3: True

9:15 T: Turn to page 36 in your workbook. On this page there a list_of_:
word pairs. You are to go down the list and indicate whether the
pair of words is a synonym or an antonym by placing an "s" if it
is a synonym and an "a" if it is an antonym.

Now look at page 37. The instructions tell you to read the word and write the synonym for the word in the space next to it.

On page 38 you are to read the word and write the antonym next to the word.

9:18 Spend the next half hour completing these three pages at your desk. You are dismissed. (pupils walk to their seats.)

Mary, walk quietly to your seat. Sue, I like the way you starting working immediately without talking to your neighbor.

Whole Lesson - Script 2

Setting: Five average ability pupils seated around a desk with their basal readers.

9:10 T: Let's read our sight words together. (Teacher flashes wordcards with sightwords)

P1-5: were, was, guess, had, one, once, have, what, when, where, wrong, I, it, am, wash, every, ever.

9:13 T: Open your basals to page 32. What is the name of the reading selection?

P3: (Calls out.) A Day with the Circus.

T: From the title of the story, what do you think this story will be about, Mary.

P1: Going to the circus.

T: Look through the pictures for a minute and see if you can figure out what the story might be about. (pupils do this)

P2: (Calls out) It looks like it is about somebody who joined the circus for a day.

(Donna raises her hand.)

T: Donna?

P4: The last picture shows the girl waking up. I think this is all a dream.

T: On the board are your vocabulary words. Please read the words, Sue.

P2: helium, costume, chartreuse.

T: As you read the story, see if you can figure out what they mean from the sentence. Read your story to find out if you guessed: what the story is about from the pictures.

9:19 (Pupils read for 10 minutes)

9:29 T: What was this story about, Mary?

Pl: A girl who loved the circus. She was going the next day so when she fell asleep she dreamed that she was in the circus.

T: What circus acts did she do in her dreams, Sue?

P2: Well first she tamed the lions, then she walked the tightrope.

T: There was one more thing that she did. Can you tell me, Donna?

P4: She did tricks on the trampoline.



Whole Lesson - Script 2 - p.2

T: What happened when she woke up, Janice?

P5: She was happy and they went to the circus.

T: Beth, how would you have felt is you were a circus star for the day.

P3: I think it would be really neat. I would like to be an acrobat or a clown.

9:35 T: For your assignment, I would like each of you to write a short story about being in the circus for the day.

-37-

APPENDIX A

(Answers to Scripts)



# Introduction of Lesson (from pages 20-21)

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# Questioning, Answering, Feedback, Command Categories (from pages 32-33)

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APPENDIX B

(Blank Interaction Charts)



GRIP INTERACTION CHART (Research Form-L) Nancy G. Hangano & William H. Rupley, 1981

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GRIP INTERACTION CHART (Research Form-L) Nancy G. Hangano & William II. Rupley, 1981

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GR:P INTERACTION CHART (Research form-L) Nancy G. Hangano & William H. Rupley, 1981

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GRIP INTERACTION CHART (Research Form-L) Nancy G. Mangano & William H. Rupley, 1981 Sequence: 1 2 3 4 5 6 7 8 9 10 Observer: Date: Name " INTRODUCTION OF LESSON CONM FEEDBACK ANSWERENG LESSON QUESTIONING Sets Selection Behavior Types Vocabulary Engagement Past Learning Uls. Context Types Acad. Purpose Practice/Application Type of group/Abil Less-Spec. 'Writ. iGives info. IGives assignment Discusses correct Academic Com. Nonacademic Com. Less-Spec. (Verb) of participants gives answer Materia: Focus Reads silently Negative Fdbk. Negative Fdbk Positive Fdbk Wrrt-Context Oral-Context Corrects work Lesson Focus Pestates Probe/Cues Nonacademic Demonstrates Reads orally Corrections Nonvol un tee Question Ofscussion Statement Verbal ares Auestion Discussion Statement Pisual Incomplete Wrntten Ex bebne-neco: Rhetorical iCall-outs Volunteer i^preselect Text Wordcard ناع، بودد Cther: Other ,D. к. __ lime.

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# GROUP READING INTERACTION PATTERN OBSERVATION INSTRUMENT - MASTERY LEARNING FORM PROGRAMMED REVIEW

Nancy Mangano Dept. of C&I Kansas State University

### How to Use this Booklet

The Group Reading Interaction Pattern Observation Instrument Programmed Review (Mastery learning form) is designed to assist the observer in understanding the training manual. It contians a series of coding activities provided for the purpose of determining if each observer can differentiate between the categories and subcategories of the instrument as well as understand how behaviors are coded using GRIP. It also provides practice exercises that must be completed prior to viewing of tapes and classroom situations.

Effective use of this booklet can be accomplished by attending to the following steps.

- 1. Cover the answer portion of the page with a sheet of paper.
- 2. After you have responded to the directions provided, slide the paper down to expose the correct response.
- 3. If you have reposnded incorrectly, review the secion in the GRIP training manual (mastery learning form) that corresponds to the category or subcategory in which you are being tested.



# Activity/Material Grid

Code the following behav's in the Activity/Material Grids provided below.

## 1. Science scenario:

The teacher and three randomly selected students are receiving instruction in their science text books. One of the three students is daydreaming. Three other randomly selected students are listening to a science movie in one corner of the room. All are involved.

ACTIVITY/MATERIAL	GI	RID	Ti	.me:				Ir 1	te:	rval: 4 5	6
Activities	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr.Content area Matrl.	Other
1. Instruction											
2. Verbal Assign											
3. Silent Rding.											
4. Written Assign			<u></u>								<u> </u>
5. Assessment							_				<u> </u>
6. Waiting	_		_		_		_				
/. Transition				_							
8. Out of Room			_			_		_		<u> </u>	_
9. Other:				<u> </u>				<u> </u>			<u></u>



Correct coding for science scenario.

ACTIVITY/MATERIAL	, GI	 RID	Ti	.me:				1 3	2 3		6
Activities	MATERIALS		Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr.Content area Matrl.	Other
1. Instruction		T.;/3									
2. Verbal Assign											
3. Silent Rding.			_								
4. Written Assign	1.										<u> </u>
5. Assessment			_	<u> </u>	<u> </u>			_			
6. Waiting									_		<u> </u>
7. Transition		_		_		<u> </u>			_		_
8. Out of Room		_	_		ļ	_	_	_	<u></u>		<del> </del> _
9. Other: movie							3				



### 2. Math scenario.

The teacher is sitting at her desk grading math papers while four of the randomly selected students are completing a written assignment on dittos. Of these four students only two are actively involved in the assignment. The other two randomly selected students are actively working math problems on the chalkboard.

ACTIVITY/MATERIAL GRID Time: Intervals 1 2 3 4 5 6													
Activities	MATERIALS	Text	Norkbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr.Content area Matrl.	Other		
1. Instruction													
2. Verbal Assign													
3. Silent Rding.													
4. Written Assign													
5. Assessment													
6. Waiting													
7. Transition													
8. Out of Room													
9. Other:							<u> </u>						



Correct coding for math scenario.

ACTIVITY/MATERIAL GRID Time: Intervals 1 2 3 4 5 6														
Activities	MATERIALS	Text	Workbooks	Test	Trade books	Instr. Mat.	Audio/Visual	ChkBd/Ovrhd.	No Material	Othr.Content area Matrl.	Other			
1. Instruction														
2. Verbal Assign														
3. Silent Rding.										<u> </u>				
4. Written Assign						2/4		2/2						
5. Assessment														
6. Waiting														
7. Transition														
8. Out of Room														
9. Other: indiag						T								



# 3. Reading scenario.

Two randomly selected students are actively discussing the results of a written reading test, with the teacher. An adult volunteer and one randomly selected pupil are reading a trade book together. A student teacher is giving an assignment related to their reading workbook to two students. One student in the student teacher's group is doodling. The remaining randomly selected pupil is completing a ditto independently.

ACTIVITY/MATERIAL GRID Time: Intervals 1 2 3 4 5 6														
MATERIALS Text Workbooks Test Trade books Instr. Mat. Audio/Visual ChkBd/Ovrhd. No Matcrial Othr.Content area Matrl.														
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2. Verbal Assign							_							
3. Sigent Rding.								_						
4. Written Assign	1.				۰		ļ				_			
5. Assessment					_	<u> </u>	_	_	_	<u> </u>				
6. Waiting						_	<u> </u>	_	<u> -</u>	<u> </u>	<del> </del>			
7. Transition	_		_		_	_	_	_	_	<u> </u>	╀—			
8. Out of Room		_	_	<u> </u>	_	_	┞	_	<u> </u>	-	-			
9. Other:						<u> </u>	<u> </u>		$\perp$	<u> </u>				



Correct coding for reading scenario.

.  ATTERIALS  Pext  Vorkbooks  Instr. Mat.  Audio/Visual ChkBd/Ovrhd.  No Matcrial Othr.Content area Matrl.  Other														
Activities	No Material	Othr.Content area Matrl.	Other											
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2. Verbal Assign			55/2											
3. Silent Rding.					411			_	L_		ļ			
4. Written Assign	١.					1/1		_						
5. Assessment				3/2					<u> </u>	<u> </u>	<u> </u>			
6. Waiting		_	_	<u> </u>	_	_	_	_	_	<u> </u>	-			
7. Transition	_				_	_	_	<u> </u>		-				
8. Out of Room	_	_	1_	_	<u> </u>	<u> </u>	<u> </u>	<del> </del>		<del> </del>				
9. Other:		<u> </u>	<u> </u>	<u>i</u> _	<u>L</u>	<u> </u>		<u> </u>		٠.				

# Physical Context Category

Write the coding symbols for the following types of grouping or ability levels in the space provided.

1.	achievement grouping		a
2.	skills grouping		S
3.	peer-tutorial grouping		, р
4.	interest grouping		i
5.	research grouping		r
6.	high ability		<u>H</u>
7.	medium ability		М
8.	low ability	<del></del>	L
9.	combination of abilities		С

Try again

medium ability	<del></del>	M
low ability		<u>      L                              </u>
combination of abilities		С
high abilities		<u>H_</u>
peer-tutorial		p
research grouping		r
skills grouping	<del></del> -	S
achievement grouping		a
interest grouping		i



# Material focus

Write the coding symbols for the following materials in the space provided.

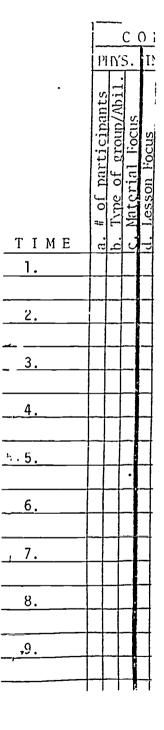
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trade book		tb
ditto		d
flashcards		fc
audio-visual		av
chalkboard		c
magazine		
newspaper		m
reference book		r
paper and pencil		pp
no material		n
nonreading		0
Try again		
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reference book		<u>r</u>
trade book		tb
ditto	<del></del>	<u>d</u>



# Time and Physical Context + Lesson focus

Code the following behaviors under the correct subcategory.

- 1. At 9:00, 11 students in a low ability group are receiving instruction in their science text.
- 2. At 10:15 an all-level skills group is receiving instruction on the use of context clues. A ditto is being referred to as instruction occurs. There are 18 students in the group.
- 3. At 9:50, the teacher is administering a math text to the entire class.
- 4. At 8:30, the teacher is presenting multiplication flashcards to 10 students in the average ability group.
- 5. At 2:30, the teacher and a 3 person interest group are discussing a social studies project. No materials are being used.
- 6. At 1:30, the teacher and a group of 8 low-ability students are reviewing a lesson on propaganda techniques. A transparency on the overhead contains various statements used in advertising to sell products.
- 7. The teacher and a 12 person all-level research group are listening to a record about law in the community at 2:30.
- 8. The teacher and a 9 person high ability group are checking an assignment in their map skills  $\omega$  book at 11:30.
- 9.At 3:00, the teacher is telling one pupil how to help another pupil, who is watching, how to teach him to find the main idea in a paragraph.





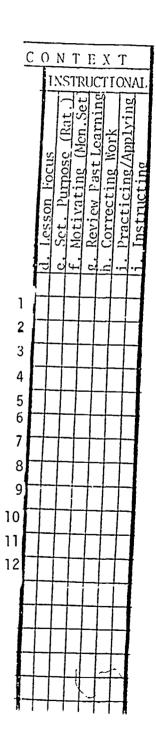
Correct coding for Time, Physical Context, & Lesson Focus subcategories.

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# <u>Instructional Context</u> subcategories

Code the following statement under the correct instructional context subcategory.

- 1. Read to page 210 to find out what happened to the boy on the way home from school
- 2. The answer to problem 2 is 46.
- 3. Let's see if you understand. Try this problem on the board.
- 4. It is important to learn how to alphabetize so that you can effectively use the dictionary and encyclopedia.
- 5. Do any of you have a pet that is mischievious?
- 6. What are some questions that we decided that we could ask ourselves as we read this story.
- 7. Remember in yesterday's lesson we learned that when a "c" is followed by and "e", "i", or "y", it sounds like an "S"
- 8.As we look on the map we notice that Mexico is on the southern border of Texas.
- 9. Who can summarize the part of the story that we read yesterday?
- 10. I am teaching you these strategies so that you can be a better reader.
- 11. After you read this chapter
  I am going to ask you questions
  about what you read; so read
  it well.
- 12. The cat in your story is a very mischievious cat. Read it to find out how he gets in trouble.





Correct answers for Instructional Context subcategories coding.

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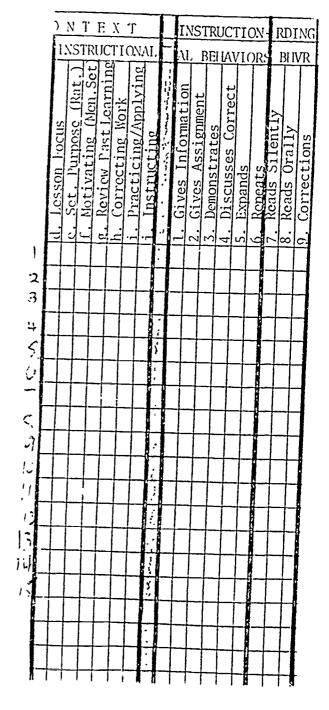


# Instructional Behaviors & Reading Behaviors Category

Code the following tehaviors under the appropriate subcategories in the Instructional behaviors and reading behaviors categories provided.

T' = Teacher says.... P = pupil says

- T: During this week, I want you to write a story about your favorite place in the world.
- 2. The teacher models a selfquestioning strategy.
- 3. P: The reason that I chose this answer is that the other answers do not make sense in the sentence.
- 4. The teacher tells all the reasons that a pupil's story is creative.
- 5. The teacher corrects a pupil three times as he reads orally.
- 7. the teacher gives an assignment then reiterates it.
- 8. A group of pupils are reading in th r tradebooks to themselves.
- 9. The teacher shows a group of pupils how to use the encyclopedia.
- LO. The teacher tells pupils that later that week they will finish reading the chapter.
- 11. T: The word is migrate, migrate.
- 12. T. For example, if I were to complete this assignment, I would read all the choices within the blank then decide which one makes the most sense.
- 13. The teacher is reading a story to the class.
- 14. For homework, do pages 30 and 31.
- 15. T::The answer is correct because the two words have nearly the same meaning.





Correct coding for Instructional Behavior and Reading Behaviors Category.

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# Questioning and answering categories.

Code the following dialogues under the appropriate subcategory under the Questioning and Answering Categories provided.

1. T: Mary, what is the name of
the boy in the story?
Mary: John Sebastian (correct answer)

2. T: What is the capital of Texas?
Again, what is the captial of Texas?
Pupil: Austin (P has been acknowledged)

3. T: How would you have felt if you had been Jim, Sue?

4. Mary, would you please close the door?

5. T: We all know the answer to this question, don't we?

6. T: How does this story make you feel, Sue?

Sue: Sad?

T: What in the story makes you

feel sad?

Sue: Because the boy and the mother don't get along very well. They always argue.

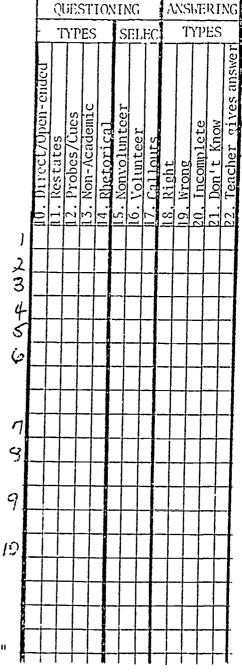
7. How many bornter and sisters did Hah-nee have?
(Sharon raises her hand and \( \tau\).
calls on her)
Sharon: 3 (wrong answer)

8. T: Where did Rose find her skates? Cliff calls out: under the tree. (right answer)

9. T. Where did Rose find her skates, Cliff?
Cliff: I don't know.
T. He found then in the backyard under the tree.

10. T: What is national news, Joe?
Joe: It's a type of news.
T. Can you tell me what type of news
it is by thinking about the word "national?"

Joe: Oh, it is new that happens somewhere in our country.





Correct answers for Question and Answer categories.

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### Feedback, Command, Social Comments Categories

Code the following statements under the appropriate category.

- 1. T: Shut the docr.
- 2. T: Tell me the name of the boy in in the story.
- 3. T: Stop your talking
- 4. T: I sure like the way you're walking quietly to the reading cirde.
- 5. T: You're answer is correct.
- 6. T: Read the story to yourself. .
- 7. Pupil: you look very pretty, today Ms. Smith.
- 8. T: The time to sharpen your pencils is before class, not now.
- 9. T: That's a very good answer.
- 10. T: I want each of you to read from your tradebook for the remainder of the period.

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	23. Positive Feedback	P4 Negative Feedback	25. Positive Feedback	26. Negative Egedback	27. Academic Command	28, Non-academic Command	29, Social Comments					
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Correct answers for Feedback, Command, and Social Comments Categories.

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Directions for the remainder of the programmed review.

Code the following scripts by removing the blank interaction charts from Appendix B and noting each behavior as it occurs in the script. The correct coding format can be found in Appendix A. .

8.,

# Script 1.

Setting: The teacher and five high ability pupils are seated around a table with their basal reader.

8:30

T: Last week we learned what the title page and the table of contents are use for. What information can be found on the title page?

P: (Calls out) The title of the book.

P: (calls out) the author's name.

P: (calls out) Isn't there something about who published the book?

T: You're right. Let's turn to the title page to see if you can find all the information you mentioned.

(Teacher and pupils turn to the title page)

You're right. E eryone now turn to the table of contents.

(Teacher and pupils turn to the table of contents.)

T: Janice, on what page does Chapter one start?

Janice: Page 13

T: Sue, what is the name of Chapter 4?

Sue: Fantasyland

T: What is the name of the third story, Mary?

Mary: Cinderella

T: Beth on what page is the glossary?

Beth: on page 269

T: Today, we are going to learn what the glossary is used for so that we will know how to use it as we read in the future.
Turn to the glossary. A glossary is a mini-dictionary of words found in the book. This is an example of a glossary.

8;37

### Script 2

Setting: The teacher and an all-level skills group are seated around a table with their basal reader. There are five people in the group.

9:12

T: Today we are going to learn another part of your book. As you remember this week so far, we learned about the title page and the table of contents. Today we are going to learn about the glossary. Turn to page 237. This is where your glossary is. A glossary is a collection of words from the the book that you are reading. It has words that you may have difficulty with. See if the word "cat" is in you glossary. Mary, is the word cat in you glossary?

Mary: No

T: Why do you think that this work is not in your glossary, Sue?

Sue: Because it is an easy word.

T: Is the word "catastrophe" in your glossary, Beth?

Beth: Yes

T. You' right. Beth said that the word "catastrophe" is in the glossary because it is a hard word. Words in the glossary are there to help you say to mean and to help you understand what they mean. You use the glossary just as you use a dictionary. The words are in alphabetical order. So if I want to find the word "beckoning" I will turn to th "b" section like this (Teacher holds up her glossary and moves her finger to the "b" section, then glides her finger down the list of words until she finds the word "beckoning as she speaks.)

I know that the second letter in "beckoning" is an 'e' so I find the 'b-e's and move my finger down the list till I find the 'b-e-c's , then I look

for the word beckoning.

I want each of you to find the word "malice' in the glossary, now.

(pupils look through the glossary till they find the word 'malice'. The teacher observers to see if all pupils are doing this correctly.)

T: Donna, what does the word 'malice' mean according to your glossary?

Donna: intent to cause harm.

T: Let 's find the word 'condor' in your glossary. Mary, what does the word 'condor' mean according to your glossary?

Mary: a verly large vulture having the neck and head bare and the plumage dull black with a down white neck.

T: your assignment today is to find the following words in the glossary. When you find them write their definitions and use them in a sentence

9:25

í

### Script 3

Setting: The teacher and a low-ability achievement group are seated around the table. They have just finished reading a story in their basal readers. There are five pupils in this group.

9:22

T: Mary, what was Ali's prized possession?

Mary: his horses

T: How large was omar's share of the horses when Ali died, Sue,

Sue: one third of the horses.

T: You are incorrect. Think. What was the ordinal postion of Omar's birth?

Sue: First born

T: What fraction of the horses did the father want to give to his first born?

Sue: Oh yes, one half of the horses.

T: Good. What problem did the three sons have when trying to divide the horses, Beth?

Beth: There were 17 horses and you can't divide 17 in half, in thirds or in ninths.

T: Good. Donna, who helped the sons solve the problem?

Donna: The village sage.

T: How did the village sage help?

Donna: He gave the sons his own horse and told them to divide the horses in half, thirds, and nin'ths with his own horse in the gorup.

(Mary and Sue begin talking to each other)

T: Please stop your talking

T: Janice, what reward did the sage get for solving the son's problem?

Janice: They gave him a horse.

T: What it really their own horse?

Janice: No, he really got his own horse back.

T: Do you think that Al; was a rich or a poor man"



Sue calls out: a poor man.

T: Why do you think that he was poor?

Sue: Because he owned no land, houses, or money.

T. Mary, do you think that Ali was a rich or a poor man"

Mary: I think that he was rich because he had 17 horse and he felt like those were his treasures, so he felt rich.

T: Can you be rich without having a lot of money, Beth?

Beth, yes because some things that don't cost money make you feel rich.

T: like what, Beth?

Beth" Like happiness

Donna, do you think that you can be rich without having a lot of money"

Donna: Yes, because other thinks can make you rich. You can have property.

Janice calls out: I don't think you can. I think you need a lot of money to be rich.

Sue: I know a man with a lot of money and property. He owns a building, I think that he is a rich man.

T: Return to your seats and do the assignments that I gave you yesterday. (pupils return to their seats)

I like the way that Mary is walking to her seat quietly and quickly.

9:35



## Script 4

Setting five average ability pupils seated around a desk with their basal readers.

9:10.

T: Let's read our sight words together. (Teacher flashes wordcards with sightwords)

Pupils" were , was, quess, had, one, once, have , what, when, where, wrong, I, it am, wash, every, ever

9:13.

T: Open your basals to page 32. What is the name of the reading selection?

Beth calls out: A Day with the Circus.

T: From the title of the story, what do you think this story will be about Mary.

Mary: Going to the circus.

T: look through the pictures for a minute and see if you can figure out what the story might be about. (Pupils do this)

Sue (Calls out) : It looks like it is about somebody who joined the circus for the day.

(Donna, raises her hand)

T: Donna?

The last picture show the girl waking up. I think this is all a Donna. dream.

T: One the board are your vocabulary words. Please read the words, Sue.

Sue. helium, costume, chartreuse

T: As you read the story, see if you can figure out what they mean from the sentence. Read the story to find out if you guessed what the story is about from the pictures.

9:19 (pupils read for 10 minutes)

9:29

T: What was the story about, Mary?

Mary: A girl who loved the circue. She was going the next day so when she fell asleep she dreamed that she was in the circus.

T: What circus acts did she do in her dreams, Sue?



Sue: Well she tamed the lions, then she walked the tightrope.

T: There was one more thing that she did. Can you tell me, Donna?

Donna: She did tricks on the trapeze.

T: What happened when she woke up, Janice?

janice: She was happy and they went to the circus.

T: Beth, how would you have felt if you were a circus star for the day?

Beth: I think it would be really neat. I would like to be an acrobat or a clown.

T: For you assignment, I would like each of you to write a short stroy about being in the circus for the day.

9:37

## Script 5

Setting: Five low-ability pupils seated around a table without materials.

T: Last week we learned what a synonym was. Who remembers what a synonym is? (Sue raises her hand) Sue?

Sue: They are words that have almost the same meaning.

T: Donna, can you tell me what the synonym for the word "joy" is?

Donna: happiness

T: Good, What is a synonym for the word car, Janice?

Janice: automobile

T: Take out your workbook and turn to yesterday 's homework on synonyms. Let's go around the circle. Read the word and tell me the word that is that word's synonym.

Mary: buffalo- ox

Sue: gratitude - thankfulness

Beth: holy - religious Donna: plea - request Janice: trample -crush

9:09

T: You did very well on your assignment. Today we are going to learn about antonyms. Antonyms are words that have opposite meanings. For example, the opposite of night is day. Mary, what is the opposite of happy.

Mary: Sad

T: Donna, can you tell me the antonym for wrong?

Donna: incorrect

T: No , wrong and incorrect are synonyms. Remember an antonym is the opposite of a word. What is the opposite of the word wrong?

Donna: right

T: Good . Sue, can you tell me the opposite of the word, heavy?

Sue: light

T: Beth, tell me the antonym of the word 'false'

Beth: true

9:15

T: Turn to page 36 in your workbook. On this page there is a list or word pairs. You are to go down the list and indicate whether the pair of words is



Appendix A : Answers to Scripts



Answers: Script 1

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Appendix B

Blank Interaction Chart



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